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ABSTRACT

A study was undertaken to identify appropriate subject matter for an inhouse training seminar to help military supervisors control their feelings of burnout. Current literature in the field of professional and worker burnout was reviewed to identify potential topics for inclusion in the seminar. Next, 6 experts from the Phoenix (Arizona) National Guard were asked to rate 40 topics pertaining to burnout and burnout prevention that were identified in the literature review. All topics that received a rating of 3.5 or higher (on a 5-point Likert-type scale) were included in the seminar outline. The experts surveyed indicated that a self-evaluation sheet on burnout should be included as an exercise in the seminar. They also rated the following topics as important for inclusion in the seminar: stress management, psychological effects of burnout, burnout prevention techniques, problem-solving techniques to prevent burnout, survival skills in combating burnout, symptoms of burnout, the concepts of positive living, time management techniques, and the key components of initiating motivation. A course outline and self-evaluation worksheet were subsequently developed and are attached to this report. (MN)

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DETERMINING SUBJECT MATTER CONTENT FOR MILITARY SUPERVISORS' IN-HOUSE TRAINING ON CONTROL OF BURNOUT

History, Philosophy, and Practices of Adult Education

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Nova University

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ABSTRACT

Burnout, as defined by Cherniss (1980), represents a response to an intolerable work situation. One method of combating the negative effects of burnout is by a workshop focusing on the control of burnout.

The Phoenix (Arizona) Air National Guard is a military service organization that deals with the civilian and military communities. With over 200 hundred employees, all seeking to complete civil service careers, conditions conducive to burnout are present.

This investigation was designed to review current literature, in the field of professional and worker burnout, suitable for inclusion in an in-house training seminar. The end product is an outline for an in-house training seminar on burnout and its prevention.

A descriptive method of research was conducted to formulate the in-house training seminar outline. Six experts from the Phoenix Air Guard were asked to rate forty topics concerning burnout and its prevention. The topics were rated from least important (1 point) to most important (5 points) on a likert-type scale. All topics scoring over 3.5 points were included in the seminar's outline.

It was found that the experts wanted a self-evaluation sheet on burnout included as an exercise in the seminar. Nine other topics received the highest scores.

They were: stress management, psychological effects of burnout, burnout prevention techniques, problem-solving techniques to prevent burnout, survival skills in combating burnout, symptoms of burnout, the concepts of positive living, techniques of time management, and the key components to initiating motivation.

The recommendations centered around the supervisors being released to attend the seminar and that management of the Phoenix Air Guard take an aggressive approach to dealing with the problems associated burnout.

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Chapter 1

INTRODUCTION

Nature of Problem

Billions of dollars are lost each year to the American economy because of workers who can no longer function adequately in, or cope successfully with, their jobs (Riggar, 1985:XV). A pattern of emotional overload and subsequent emotional exhaustion is at the heart of the burnout syndrome. Burnout has deterimental psychological effects and appears to be a major factors in low, morale, absenteeism, tardiness, and high job turnover. (Pines, 1981:17).

Burnout, as defined by Cherniss (1980), represents a response to an intolerable work situation. One method of combating the negative effects of burnout is by a workshop focusing on the symptoms of burnout (Pines, 1981:192).

The Phoenix (Arizona) Air National Guard (Phoenix Air Guard) is a military service organization that deals with the civilian and military communities. With over 200 employees, all seeking to complete civil service careers, conditions conducive to burnout are present. The average employee is 42 years of age with 22 years of service in the military system. Daily, they must associate with co-workers who have worked in the same job for years. The military expects unaltered professionalism everyday in all actions.

Duties of the employees can be as simple as grounds keepers to providing security for the President of the United States. The mechanical abilities range from operating simple hand tools to making aeronautical type repairs to jet aircraft flight control systems and avionics. The majority of these duties do not change appreciably from day to day, year after year. Many of the institutional daily working problems, personnel complaints, pay shortcomings, and public relation difficulties cannot be corrected at the employee's level. Many of the conflict situations are unsolvable due to the size of the bureaucratic institution.

An in-house training session on the most important topics, selected by the growth and development specialists on base, will bring to everyone's attention the conditions, characteristics, and emotional damage brought about by burnout. The goal of this in-house training will be to highlight potential problem areas and address the control of burnout in a very comprehensive and effective manner while allowing full employee participation.

Purpose of Investigation

This investigation was designed to review current literature, in the field of professional and worker burnout, suitable for inclusion in an in-house training seminar. The end product is an outline for an in-house training seminar on burnout and its prevention.

Chapter 2

BACKGROUND AND SIGNIFICANCE

Relationship to Seminar

One section of the History, Philosophy, and Practices of Adult Education Seminar was devoted to contemporary issues, problems, and needs in society. The control of burnout was a subject area identified as a contemporary issue facing adult educators.

According to Cherniss (1980:7) burnout involves changes in attitudes toward one's work and clients as well as the feelings of exhaustion and tension that sometimes occur. Second, burnout is different from socialization or acculturation, the process in which a staff person's attitude and behavior change in response to social influence exert by colleagues or clients. The control of burnout is critical to all education and to maintaining a productive American society.

Institutional Perspective

Determining topics for an in-house training program on characteristics of burnout will involve management with the topic selections. The in-house training will bring to light the problems of burnout and its physical manifestations.

The Phoenix Air Guard management has never reviewed this topic in the past. This constructive approach to the problem will most probably be warmly received and immediately implemented.

As numerous writers have observed, the bureaucratic mode of organization emphasizes orderliness, efficiency, standardization, uniformity, public accountability, and impersonality. The professional service ideal, on the other hand, emphasizes the uniqueness of the individual, sensitivity to the special needs of each client, flexibility, individual initiative and resourcefulness, and the goal of personal growth and development. Given these two distinct and potentially incompatible conceptions of service delivery, one would expect that professional practitioner who also are employes of bureaucratic organizations would experience considerable person-role conflict (Cherniss, 1980:86).

Through research, every attempt should be made to identify and analyze the critical components of "bad" situations in which many good people function (Maslach, 1982:9). The end goal of this practicum is the designing of a seminar that will cover the information needed to improve the plight of the Phoenix Air Guard worker.

Review of Literature

This section of the study deals with the basic theories and concepts of burnout and stress. It then

presents a current review of burnout concepts as related to the organization, psychological conditions of the work force, and awareness of burnout prevention techniques.

Job Burnout-- Definitions and Symptoms

Burnout is the attitude that "a job is a job." Or else it is-after however many months or years of stagnation, frustration, and apathy-no job at all. "Burnout" refers to a progressive loss of idealism, energy, and purpose experienced by people as a result of the conditions of their work (Brodsky, 1980:14).

Cherniss (1982) views burnout as a process consisting of three stages. The first stage involves an imbalance between resources and demand (stress). The second stage is the immediate, short-term emotional response to his imbalance, characterized by feelings of anxiety, fatigue, and exhaustion (strain). The third stage consists of a number of changes in attitude and behavior, such as a tendency to treat all customers in a detached and mechanical fashion or a cynical pre-occupation with gratification of one's own needs (defensive coping) (Cherniss, 1982:23).

According to Cedoline (1982:23) the symptoms or progressive stages of burnout are:

1. Physical:
    A. Constant fatigue
    B. Noticeable physical drain
    C. Minor ills become everyday ailments with lingering effects

2. Intellectual:
    A. Evidence of information overload
    B. In-attention; lack of concentration
    C. Reduced alertness
    D. "Time Watching"
    E. Missing deadlines or doing tasks at last minutes.

Stress and burnout have become the latest terms to catch the attention of the masses. It is the rationalization of the failure and the glory of the successful (Organ, 1979:32). Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do "people work" of some kind. Thus, it can be considered one type of job stress. Although it has some of the same deleterious effects as other stress responses, what is unique about burnout is that the stress arises from the social interaction between helper and recipient (Maslach, 1982:3).

The Job Setting as a Source of Burnout

The rate at which technology has outstripped the ability to adjust to the environment is of significant concern. Many people in management positions are carriers of stress-producing styles and are unaware of the impact this has on subordinates, peers, and the effective operation of the organization. Yet others are aware that they are

stress carriers. They do not have the willingness or capacity to change, or have decided to continue with their present management style because they are unwilling to pay the price that change always brings about (Humphrey, 1978:38).

In the viewpoint of Levi (1981:82), improvement of the work environment and protection and promotion of worker's well being should be based upon:

1. A comprehensive view of human beings and their environment.
2. An ecological strategy, i.e., consideration of the interaction between the entire individual and the entire environment (physical, chemical, psychosocial) and the dynamics of the complex system.
3. A cybernetic strategy, with continuous evaluation of the effects of different working environments.
4. A democratic strategy, giving individuals the greatest possible influence on their situation.

Complex organizations are inefficient distributors of rewards, appreciation, and recognition. In some complex organizations, it was found that employes were able to withstand great work stress when they felt appreciated and adequately rewarded. Unfortunately, that was rarely the case (Pines, 1981:72). The nature of the service institution is such that its goals, its resources, its operating policies do not adjust to any positive reward and

appreciation system (Maslach, 1982:48). Burnout is also affected by institutional rules that structure the nature of the contact between helper and recipient. These rules can introduce new sources of emotional stress or fuel those that are already present (Maslach, 1982:49).

According to Cedoline (1982:40) there are seven major causes of job burnout. These seven causes are: lack of control over one's destiny; lack of occupational feedback and communication; work overload or unload; contact overload; role conflict/ambiguity; individual factors; and training deficiencies.

Of all the interpersonal conflicts affecting new professionals, those related to an underlying tension between old staff and new seemed to be among the most severe (Cherniss, 1980:81). Just as peer relations can be a source of emotional stress and subsequent burnout, so can relations with old staff members and one's supervisor. Like a co-worker, a supervisor is yet another human being workers must deal with constantly and if the dealings are unsatisfactory the resulting tension and friction add their toll to the emotional overload of the job. Unlike co-worker, however, a supervisor occupies a position of authority over the worker and has the power to shape and influence the nature of the worker's relationship to the general public. Thus, burnout among workers can be hastened or alleviated by this single action group the supervisor (Maslach, 1982:45).

People's burnout is almost never a secret from their colleagues, that is if people are burning out, whether or not they know it, others around them are quite aware of it. Becoming aware that one is burning out, developing cognitive clarity, and identifying the major causes for the burnout are the first steps towards effective coping (Pines, 1981:21).

Mental and Behavioral Perspective

Many different job settings that are burnout-prone have one thing in common--overload. Whether it is emotional or physical, the burden that exceeds the person's ability to handle it is the epitome of what we mean by stress (Maslach, 1982:38). Burnout refers to a process in which the professional's attitudes and behavior change in negative ways in response to job strain. The ramifications of professionals working in public institutions are increasing in significance, not only because of the percentage of the professional work force involved, but also because of the inherent strains and dilemmas, such as role conflict, and loss of personal autonomy (Cherniss, 1980:5).

Not surprisingly, it may be shown that people have psychological requirements from their work other than those specified in a contract of employment (such as wages, hours, safety, security of tenure, etc). According to Levi (1981:124), six such requirements can be listed that pertain

to the content of a job and that must be met if a new work ethic is to be developed:

1. The need for the job to be reasonably demanding in terms other than sheer endurance and to provide (at least) a minimum of variety;
2. The need to be able to learn on the job and go on learning;
3. The need for some area of decision making that the individual can call his or her own;
4. The need for some degree of social support and recognition in the work place;
5. The need to be able to relate what worker does and what he or she produces to social life;
6. The need to feel that the job leads to some sort of desirable future.

In the area of mental problems, a pattern of emotional overload and subsequent emotional exhaustion is at the heart of of the burnout syndrome. One way people try to get out from under their emotional burden is by cutting back their involvement with others. They want to reduce their contact with people to the bare minimum required to get the job done (Maslach, 1982:3).

The health of one's body and mind can be affected by efforts aimed at any of its two aspects. Although improving one's nutrition would seem to be a "body" approach, it is well known to yield benefits to mood

(a "mind" state) as well. Similarly, many people report that their physical strength and energy are greatly improved by following such "Mind" approaches as meditational practice (Vash, 1980:105). Thus, burnout in professionals does seem to affect professional performance and is therefore a critical problem for research and policy in human services (Cherniss, 1980:8).

Burnout and Tedium Outside Work

Stress is an intrinsic part of life. Professionals in all occupations at one time or another encounter stress-provoking situations. There are some researchers who contend that at least a small amount of stress is necessary for growth and change (Price, 1977:27). If the nature of his or her contact with people is especially upsetting, depressing, or difficult, then the worker may develop more negative or even dehumanized perceptions of them (Maslach, 1982:21).

Individual behavior is strongly influenced by the social setting. We usually can change a person's attitudes and feelings more easily by changing the structure of his or her roles than by working directly with the person. Of-course, we must first gain the power to change or create the organization's role structure (Cherniss, 1980:64).

Although homelife apart from work is perceived as having more joys and fewer stresses than work, it still has many stresses of its own. Some stresses can be the result

of poor health, some can be the result of a financial problem, but most stresses have to do with other people in one's home. Burnout in the life sphere occurs most in two roles: the martial role and the parental role, attesting again to the emotional stresses inherent in long-term involvement with people (Pines, 1981:177).

Burnout is high when people lack a sense of control over the care they are providing. This lack of control can stem from being told by supervisors exactly what to do, when to do it, and how, with no leeway to do it differently (even when the old formula is not working in some new situation). It can be a consequence of having no direct input on policy decisions that affect one's job. Furthermore, this helplessness will not only make the worker feel more frustrated and angry, but it will also promote feelings of failure and ineffectiveness (Maslach, 1982:40).

Although personality does play some part in burnout, the bulk of evidence examined is consistent with the view that burnout is best understood (and modified) in terms of situational sources of job-related, interpersonal stress. Combined with this examination should be an attempt to identify and analyze the critical components of "bad situations" in which many good people function (Maslach, 1982:9).

Combating Burnout

It is now recognized that there are numerous causes of occupational stress that may affect job efficiency. Among these are problems that result from a poor fit between a person and his or her work environment, as well as major crises and or conditions outside of work. Any or all of these pose physical or psychological threats to the individual, which bring about feelings of insecurity, inadequacy, and non-productive use of energy as the individual tries to cope with them. To assist such individuals on a humanitarian basis as well as in an effort to keep their problems from affecting production efficiency and, consequently, the profits of their business, many managements have turned to the development and the use of employee assistance programmes (EAPs) (Cooper, 1985:85).

An EAP is a program that uses a set of company policies and procedures for identifying or responding to employee's personal or emotional problems which interfere directly or indirectly with job performance. It provides counseling, information, and or referral to appropriate counseling treatment and support services for which the company may pay in whole or in part. Continuing contact and follow-up on an individual's progress are also an integral part of this activity (Cooper, 1985:185).

Another alternative to combating burnout is the burnout workshop. It is a situation in which we bring

together all of the things we know about burnout, including much of the material presented thus far in this review of literature. One of the greatest benefits of a workshop is that it enables participants to take time out from their usual activities, focus on serious problems they are experiencing, and arrive at tentative solutions in collaboration with other individuals who are in a similar circumstance (Pines, 1985:192).

The key variables that need to be controlled in order to hold a burnout workshop are: they should be done during "time out" of work, together with other people who share the same stresses and could potentially become a social support group. They should focus on concrete, positive ways of coping with burnout and not deal with abstract terms and concepts (Pines, 1981:193).

Shaw (1981:18) expresses the opinion that any model of inservice delivery should attempt to relate stress management and burnout prevention to various components of:

1. Nutrition management.
2. Health education and awareness.
3. Physical fitness and positive living.
4. Habit control.
5. Structural, relational and organizational change.
6. Coping strategies.
7. Organizational Strategies.

In industry, as well as bureaucracies such as the military, it is recognized that extensive ongoing training is necessary. All recognize that the updating of skills and knowledge needs to be carefully planned, ordered, monitored, and maintained (Cedoline, 1982:195). One major function of this planning is the establishing of participant interest. This key component is required to encourage motivation in an inservice program. Adult learners are usually not going to be motivated to attend inservice sessions especially if they are not interested. Ways of establishing interest include collaborative planning with participants, and statements about the stress management programs will directly help participants as people and professionals (Shaw, 1981:19).

Summary

The literature indicates that burnout is not an isolated phenomenon that characterizes a limited number of individuals. An examination of the writings in this field indicates that it occurs very frequently and to a wide variety of people working in almost all the human services. Burnout has detrimental psychological effects and appears to be a factor in low morale, absenteeism, tardiness, and high job turnover.

Burnout as defined in the literature, represents a response to an intolerable work situation. The experts feel

that the process begins when the worker experiences stress and strain that cannot be alleviated through active problem-solving. The literature went on to state that burnout adeversely affects the professional's performance. The loss of enthusiasm, idealism, and hope often diminishes the professional's effectiveness thus endangering productivity.

According to the literature, any inservice program should develop the philosophy that it is essential for workers to maintain control over their own lives and their work environment. The literature also demonstrated the fact that participant interest is a key component to initiating motivation in an inservice program.

The inservice program must be held during release times when no other work loads will be permitted to interfere. Topics that need to be included are; nutrition, health awareness, coping strategies, organizational changes, physical fitness, and habit control techniques.

Chapter 3

PROCEDURES

Definition of Terms

The following terms are defined for the purpose of this study:

1. Burnout is defined as a progressive loss of idealism, energy, and purpose experienced by people as a result of the conditions of their work.
2. Federal Civil Service System is an employer operated under the control of the Office of Personnel Management, U.S. Government.
3. In-house seminar is defined as a training class were employees will actively participate in learning new concepts or ideas.
4. Phoenix Air Guard is defined as a unit of the National Guard of Arizona.
5. Stress is defined as a physical, chemical, or emotional factor that causes bodily or mental tension.
6. Worker is defined as any employee who acts in the role of counselor, helper, staff member, provider, or professional.

Procedures for Collection of Data

A descriptive method of research was conducted to formulate the in-house training seminar outline produced as a result of this practicum. The procedures undertaken for this practicum were centered around a series of meetings with a panel of experts from the Phoenix Air Guard. These experts were specialists in professional development and growth areas, medical practices, educational systmes, and management prinicples. This group consisted of:

1. Director of Personnel.
2. Medical Services Administrator.
3. Directors of Educational Services.
4. Group Training Officer.
5. Chief of Aircraft Maintenance.
6. Chief of Labor and Management Relations.

The selected list of topics for the in-house training seminar was derived from the literature review. Each panel member was asked to rate each topic from very important to not important. These results were then tabulated.

Procedures for Treatment of Data

An introductory meeting was held with all six experts present. A short presentation of the review of literature was presented to the group to help everyone become current on the topic of burnout. The questionnaires were

distributed at the end of this meeting. Each expert was to their work area and take their time reviewing the topics and rating each topic.

The topics were each given a rating of 5 (most important), 4 (important), 2 (not really important), or 1 (least important) on a likert type scale. The rating of 3 was not used to force a choice by the specialists. All topics that received a mean score of 4.00 or higher will be included in the training seminar's outline. Topics that received mean scores of 3.50 or higher will be covered if time permits. Topics that received a mean score less than 3.5 will not be included in the outline. This mathematical break will result in the topics that were definitely rated as most important and those rated important (time permitting) will be discussed.

Basic Assumptions

The first assumption of this study is that burnout is a psychological condition that affects all workers in any form of employment. Therefore, the guardsman is not immune to the pressures caused by burnout.

A second assumption is that specialists selected to rate the topics are capable individuals. This assumption continues with the idea that the specialists are willing participants who want the in-house seminar to succeed.

Limitations

A limitation of the study is that the growth and development specialist were all members of the institution staff and may thus have a personal stake in what topics are addressed and not addressed. Every attempt was made to keep them neutral about any topic, but that possibility still exist.

The second limitation of the study is that the topics selected by the specialists will only be applicable to the members of the Phoenix Air Guard. Anyone wishing to use the outline will have to have go through the rating process using their specialists to determine what is relative to their institution.

Chapter 4

PRESENTATION OF RESULTS

An intensive review of the literature concerning the concepts of burnout has fostered the idea that those familiar with research and theory on psychological stress will recognize burnout as a particular kind of stress response (Cherniss, 1980:16). Pines (1981:195) identifies four major goals for any in-house training on the topic of burnout. These four major goals are:

1. Introduction of the concepts of burnout and tedium, clarification of their symptoms, and discussion of how people experience and express them.
2. Identification of work stresses commonly causing tedium and burnout in workers, in an attempt to help participants take responsibility for actions directed toward positive change.
3. Development of cognitive clarity in the distinction between two categories of stressful work features: those that are under the control of the individual and that can be modified, and those that are an inherent part of the work and must be accepted as such.

4. Development of tools for coping such as the improvement of individual adjustment via more flexible utilization of different coping strategies and the modification of work features that are under the individual's control. A central topic is the development and use of support systems.

A review of the works on stress and burnout as authored by Cedoline (1982), Cherniss (1980), Connor (1983), Cooper, (1985), Evans (1981), Freudenberger (1980), Hockey (1983), Humphrey (1978), Ivancevich (1980), Lecker (1978), Levi (1981), Maslach (1982), Pines (1981), Price (1977), Sammons (1980), Shaw (1981), and Vash (1980) were to produce the questionnaire.

After the conclusion of the first meeting with the directorates, the questionnaires were given out. They were collected within the next six days and the results were tabulated.

The topic receiving the highest overall mean score was a self-evaluation worksheet on burnout. The second highest mean scores were obtained by the topics stress management and psychological effects of burnout. There was a three way tie for third place by burnout prevention techniques, problem solving techniques to prevent burnout and survival skills in combating burnout. The topic receiving the fourth highest mean score was the symptoms of burnout. The topics in fifth place rounding out the must

include category were the concepts of positive living, techniques of time management, and key components to initiating motivation. All of these areas received a mean score of 4.00 or higher.

Table 1

Important to Most Important Mean Scores

Mean Score	No.	Topic	Ranking
4.66	35.	A self-evaluation worksheet on burnout.	1
4.50	14.	Stress management.	2
	20.	Psychological effects of burnout.	2
4.33	10.	Burnout prevention techniques.	3
	26.	Problem-solving techniques to prevent burnout.	3
	34.	Survival skills in combating burnout.	3
4.16	19.	Symptoms of burnout.	4
4.00	5.	The concepts of positive living.	5
	28.	Techniques of time management	5
	33.	Key components to initiating motivation.	5

The next range of mean scores fell in the area of 3.50 to 3.83. This area included a total of six topics that are to be included in the in-house seminar if time permits. Ranking sixth from the highest were dealing with fellow workers, a definition of burnout, and the components of burn out. The following two topics were ranked seventh: setting personal goals in life and identifying stress carriers. The final topic that received a score in the if time permits category was the topic of reducing interpersonal conflicts.

Table 2

Just Below Important Mean Scores

Mean Score	No.	Topic	Ranking
3.83	12.	Dealing with fellow workers.	6
	15.	Definition of burnout.	6
	16.	Components of burnout.	6
3.66	25.	Setting personal goals in life.	7
	30.	Identifying stress carriers.	7
3.50	32.	Reducing interpersonal conflicts.	8

The next range of scores fell in the mean score area of 2.66 to 3.33. These fifteen mean scores ranked from ninth highest to 14th highest. This was the largest group including fifteen topics in all. The ninth highest scored topic was the warning signals of burnout. The 10th highest scores covered three topics: health awareness, one's relationship within the organization and the critical components of "bad" situations that result in burnout. The 11th highest mean scores were topics: the syndrome of emotional exhaustion, visualization and programming techniques, and how to reduce occupational stress. The 12th highest mean also had three topics: health education, managing peer relationships, and tedium in the work place.

The largest number of topics for a single ranking was for rank number 13. There were five topics tied for this position. These five topics were: coping strategies (personal), coping strategies (organizational), function of

the Employee's Assistance Program (EAP), role conflicts in the work place, and combating the effects of burnout at home. This large group was followed by another large group in rank number 14. Four topics were judged as having the same importance. These four topics were: nutrition management, physical fitness, habit control, and the compressed work week and burnout.

Table 3

Above Not Important Mean Scores

Mean Score	No.	Topic	Ranking
3.33	23.	The warning signals of burnout.	9
3.16	3.	Health awareness.	10
	7.	One's relationship within the organization.	10
	24.	Critical components of "bad situations" that result in burnout.	10
3.00	27.	The syndrome of emotional exhaustion.	11
	31.	Visualization and programming techniques.	11
	36.	How to reduce occupational stress.	11
2.83	2.	Health education.	12
	13.	Managing peer relationships.	12
	22.	Tedium in the work place.	12
2.66	8.	Coping strategies (personal).	13
	9.	Coping strategies (organizational).	13
	18.	Function of the Employee's Assistance Program (EAP).	13
	21.	Role conflict in the work place.	13
	40.	Combating the effects of burnout at home.	13
2.50	1.	Nutrition management.	14
	4.	Physical fitness.	14
	6.	Habit Control.	14
	37.	The compressed work week and burnout.	14

The last grouping consisted of five topics whose range of mean scores was from 2.33 to 1.66. The first two topics: biofeedback techniques and burnout and the family tied for 15th place. The 16th place was held by one topic namely the nature of the service institution. The 17th ranking was held also by one topic preventing time watching. The final ranking, 18th place, was held by one topic entitled developing social support groups.

Table 4

Not Important Mean Scores

Mean Score	No.	Topic	Ranking
2.33	29.	Biofeedback techniques.	15
	39.	Burnout and the family.	15
2.16	17.	The nature of the service institution.	16
1.83	11.	Preventing time watching.	17
1.66	38.	Developing social support groups.	18

Summary: The highest rated topic was a self-evaluation worksheet on burnout and the lowest rated topic was developing social support groups. According to the specifications stated in the procedures section, ten topics fell into the area of mandatory coverage and six topics are situated in the area of optional coverage, time permitting.

Chapter 5

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This investigation was designed to review current literature, in the field of professional and worker burnout, suitable for inclusion in an in-house training seminar. The end product is an outline for an in-house training seminar on burnout and its prevention.

Discussion

The research literature in the area of the burnout and stress produced a wealth of information that could not be contained in many books let alone one short research paper.

During the meetings held to finalize and handle the final design of the outline the questionnaire did lead the discussion concerning topic selections. It was apparent that the questionnaire had become a positive tool for the development of the outline for the in-house training seminar. The meetings took place smoothly and were extremely productive rather than guided discussions that could have gone off in many directions without any real productivity taking place within the group.

The questionnaire forced the group to stay on the topics as stated and provided everyone with a set direction

in order to accomplish the goal of building an agenda. The second meeting held to conclude any last minute ideas about topic selections was productive and once again allowed each specialist his or her chance for active participation.

According to Cooper (1985:185) the Employee's Assistance Program is a vital topic that should be covered in great depth during any seminar on burnout. It was strange that it received such a low mean score of 2.66. This might lead to a opinion that the program does not have a great deal of strength or does not need coverage at this point. Additional follow up in this area of concentration could be in order.

Shaw (1981:18) identified seven topics to be included in a burnout seminar. Here again, the topics did not receive the scores that would be expected. The highest score was on the topic of physical fitness and it was only ranked 12th. The remaining six topics received rankings of 13th or 14th respectfully. The specialists did not rate these areas anywhere near what would be expected.

Conclusions

Based on the findings expressed in the results and discussion sections, the following conclusions have been reached:

1. A self-evaluation worksheet on burnout should be included in the in-house supervisor's training seminar on burnout.

This conclusion is based upon the finding that the self-evaluation worksheet concept received the highest ranking from the specialist.

2. The following nine other topics must be included in the in-house seminar's outline. These topics are:

A. Stress management.

B. Psychological effects of burnout.

C. Burnout prevention techniques.

D. Problem- solving techniques to prevent burnout.

E. Survival skills in combating burnout.

F. Symptoms of burnout.

G. The concepts of positive living.

H. Techniques of time management.

I. Key components to initiating motivation.

This conclusion is based upon the fact that these nine topics all received mean scores above the 4.00 level from the staff specialists.

3. As time permits, the following topics should also be addressed during the seminar:

A. Dealing with the fellow worker.

B. Definition of burnout.

C. Components of burnout.

D. Setting personal goals in life.

E. Identifying stress carriers.

F. Reducing interpersonal conflicts.

This conclusion is based upon the fact that these six topics all received mean scores above 3.50 from the staff specialists.

4. The remaining twenty-four topics should not be included in the seminar's outline.

This conclusion is based upon the fact that the mean score for any one of the remaining 24 topics was below the a score of 3.33.

Recommendation

The following recommendations are made based upon the findings of and insights derived from this study.

1. Management at the Phoenix Air Guard needs to carefully analyze the effects on burnout on its work force.

2. Each supervisor should be released from work to attend an in-house training seminar covering the topics identified on the outline contained in the appendix of this study.

3. Since a self-evaluation worksheet on burnout was rated the highest by the specialist, some form of evaluation sheet should be located for use during the seminar. Pines

(1981:37) provides a very workable sample that could be adapted for use with the seminar's population.

4. The specialists working at the Phoenix Air Guard who were part of this study are highly motivated and their talents and expertise could be used to make the seminar a success.

5. Further study in the field of burnout is in order and a task force should be formed to carefully explore all avenues of approach to deal with the subject.

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APPENDIX A

BURNOUT QUESTIONNAIRE

QUESTIONNAIRE ON SUBJECT MATTER CONTENT FOR MILITARY SUPERVISORS IN-HOUSE TRAINING ON CONTROL OF BURNOUT

Directions: The following statements represent possible topics that could be included in a military supervisor's in-house training seminar on the control of burnout.

Burnout is defined as a progressive loss of idealism, energy, and purpose experienced by people as a result of the conditions of their work.

Please respond by rating each burnout topic using the four-point scale on the left of the page.

SCALE

1 - Not important
2 - Not really important
4 - Important
5 - Most Important

SCALE					
1	2	4	5	1.	Nutrition management.
1	2	4	5	2.	Health education.
1	2	4	5	3.	Health awareness.
1	2	4	5	4.	Physical fitness.
1	2	4	5	5.	The concepts of positive living.
1	2	4	5	6.	Habit control.
1	2	4	5	7.	One's relationship within the organization.
1	2	4	5	8.	Coping strategies (personal).
1	2	4	5	9.	Coping strategies (organizational).
1	2	4	5	10.	Burnout prevention techniques.
1	2	4	5	11.	Preventing time watching.
1	2	4	5	12.	Dealing with the fellow worker.
1	2	4	5	13.	Managing peer relationships.
1	2	4	5	14.	Stress management.

1	2	4	5	15.	Definition of burnout .
1	2	4	5	16.	Components of burnout.
1	2	4	5	17.	The nature of the service institution.
1	2	4	5	18.	Function of the Employee's Assistance Program (EAP).
1	2	4	5	19.	Symptoms of burnout.
1	2	4	5	20.	Psychological effects of burnout.
1	2	4	5	21.	Role conflicts in the work place.
1	2	4	5	22.	Tedium in the work place.
1	2	4	5	23.	The warning signals of burnout.
1	2	4	5	24.	Critical components of "bad situations" that result in burnout.
1	2	4	5	25.	Setting personal goals in life.
1	2	4	5	26.	Problem-solving techniques to prevent burnout.
1	2	4	5	27.	The syndrome of emotional exhaustion.
1	2	4	5	28.	Techniques of time management.
1	2	4	5	29.	Biofeedback techniques.
1	2	4	5	30.	Identifying stress carriers.
1	2	4	5	31.	Visualization and programming techniques.
1	2	4	5	32.	Reducing interpersonal conflicts.
1	2	4	5	33.	Key components to initiating motivation.
1	2	4	5	34.	Survival skills in combating burnout.
1	2	4	5	35.	A self-evaluation worksheet on burnout.

1	2	4	5	36.	How to reduce occupational stress.
1	2	4	5	37.	The compressed work week and burnout.
1	2	4	5	38.	Developing social support groups.
1	2	4	5	39.	Burnout and the family.
1	2	4	5	40.	Combating the effects of burnout at home.

Upon completion, please return this questionnaire to 161CAMS/AMA, room 115.

APPENDIX B

BURNOUT OUTLINE

PHOENIX AIR GUARD

OUTLINE COVER: CONTROL OF BURNOUT

APPLICATION: Aircraft Maintenance Supervisors

OBJECTIVES: Upon completion, the student will be able to:

a. Define burnout, and gain an understanding of the psychological effects of burnout.

b. Complete a self-evaluation worksheet on burnout.

c. Understand the relationship between stress and burnout.

d. Describe ways of combating burnout.

e. Explain the relationship between the job setting and burnout.

REFERENCES: See attachment labeled References Cited.

DURATION: Seven classroom hours.

TEST: Self-evaluation worksheet designed by Pines.

LESSON PLAN OUTLINE: See attachment labeled Outline.

Attachments
1- Outline
2- References Cited
3- Self-Evaluation Worksheet

OUTLINE FOR IN-HOUSE SEMINAR

SUBJECT: CONTROL OF BURNOUT

Objective I. Burnout: Definition, Symptoms,and Psychological Effects. (1 Hour)

A. Definition of Burnout (Ref: Brodsky, 1980). "Burnout" refers to a progressive loss of idealism, energy, and purpose experienced by people as a result of the conditions of their work.

B. Symptoms of Burnout (Ref: Cedoline, 1982).

1. Constant Fatigue.
2. Noticeable physical drain.
3. In-attention, lack of concentration.
4. Missing deadlines, "time-watching."

C. Psychological effects of Burnout (Ref: Pines, 1981).

1. Low morale
2. Absenteeism
3. Tardiness
4. High job turnover

Objective II. Completion of self-evaluation worksheet (Ref: Pines, 1981). (1 Hour)

See attached worksheet labeled Self-Evaluation Worksheet.

Objective III. Stress Management and Burnout (Ref: Shaw, 1981). (2 Hours)

A. Definition of Stress Management (Ref: Organ, 1979).

B. The concepts of positive living.

C. Techniques of time management.

D. Key components to initiating motivation.

E. Identifying stress carriers (Ref: Humphrey, 1978).

Objective IV. Combating the effects of Burnout (Ref: Freundenberger, 1980). (2 Hours)

A. Survivial skills (Ref: Cedoline, 1982).

B. Problem-solving techniques.

C. Burnout Prevention Techniques (Ref: Shaw, 1981).

Objective V. Job Setting as a Source for Burnout (Ref: Cherniss, 1980). (1 Hour)

Burnout involves change in attitudes toward one's work and clients as well as the feelings of exhaustion, and tension that sometime occurs.

A. Dealing with co-workers (Ref: Maslach, 1982).

B. Reducing interpersonal conflicts (Ref: Cherniss, 1980).

C. Homelife situations (Ref: Pines, 1981).

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SELF-EVALUATION WORKSHEET

CONTROL OF BURNOUT

Directions: You can compute your burnout score by completing the following questionnaire. You can use it for examining how you fell about your work or for diagnosing how you feel about your life. You can use it for examining how you fell in general or for diagnosing how you feel today.

How often do you have any of the following experiences? Please use this scale.

1	2	3	4	5	6	7
Never	Once or twice	Rarely	Sometimes	Often	Usually	Always

___ 1. Being tired

___ 2. Feeling depressed

___ 3. Having a good day

___ 4. Being Physically exhausted

___ 5. Being emotionally exhausted

___ 6. Being happy

___ 7. Being "wiped out"

___ 8. Feeling "burned out"

___ 9. Being unhappy

___ 10. Feeling rundown

___ 11. Feeling trapped

___ 12. Feeling worthless

___ 13. Being weary

___ 14. Being troubled

___ 15. Feeling disillusioned and resentful about people

___ 16. Feeling weak and helpless

___ 17. Feeling hopeless

___ 18. Feeling rejected

___ 19. Feeling optimistic

___ 20. Feeling energetic

___ 21. Feeling anxious

FOR COMPUTATION OF SCORE SEE REVERSE SIDE

Computation of score:

Add the values you wrote next to the following items:

1,2,4,5,7,8,9,10,11,
12,13,14,15,16,17,18,21, (A)_____.

Add the values you wrote next to the following items:

3,6,19,20, (B)_____.

Subtract (B) from 32 (C)_____.

Add (A) and (C) (D)_____.

Divide (D) by 21 (E)_____.

(E) is your burnout score!

If (E) is:	Then you are:
2-3	Doing well
3-4	Examine your work and life
Over 4	Experiencing burnout, need help.

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